

Medium Term Plan – Autumn Term 2nd Half

Class – Year 6 Elders

Theme- Thatcherism / Biscuits / Flatford

Subject	Week 1 29/10/18	Week 2 05/11/18	Week 3 12/11/18	Week 4 19/11/18	Week 5 26/11/18	Week 6 03/12/18	Week 7 10/12/18	3 days 17-19 Dec
Maths	<p><b>Algebra</b> Unknowns in simple equations Substitution Worded problems</p> <p><b>2DShape</b> <b>Quadrilaterals</b> Properties Symmetry</p> <p><b>Data</b> Reading Tables</p> <p><b>Calculations</b> BIDMAS Fractions (+, -, x, ÷)</p>	<b>FLATFORD</b>	<p><b>Angles</b> Measuring Drawing Simple construction of triangles and quadrilaterals</p> <p>Solving problems using 180 and 360 degrees</p> <p><b>2DShape</b> <b>Quadrilaterals</b> Properties Problem Solving</p> <p><b>Triangles</b> Recognition of types Solving problems using 180 degrees</p> <p><b>Calculations</b> Addition and Subtraction</p> <p>Multiplication and Division</p>	<p><b>3DShape</b> Properties Recognition Problem solving Visualisation Cube and cuboid nets</p> <p><b>Measures</b> Conversion Problem Solving</p> <p><b>Calculations</b> Multiples of 5% BIDMAS</p>	<p><b>Measures</b> Conversion Problem Solving</p> <p>Link above to (x, ÷) by 10, 100, 1000</p> <p><b>Time</b> 12 hour/24 hour Am/pm Worded problem solving Timetables</p> <p><b>Calculations</b> Fractions (+, -, x, ÷) Indices</p>	<p><b>Measures</b> <b>Area and Perimeter</b> Rectangles Triangles Compound shapes Problem Solving</p> <p><b>Data</b> Frequency Charts</p> <p><b>Calculations</b> Addition and Subtraction</p>	<p><b>Data</b> Line Graphs Pie Charts Reading tables Price lists (money)</p> <p><b>Calculations</b> Multiplication and Division</p>	<p><b>Calculations</b> Multiples of 5% BIDMAS Addition Subtraction Multiplication Division Fractions (+, -, x, ÷)</p>

English	<p>Dialogue</p> <p>Layout</p> <p>Use of speech verbs</p> <p>Clauses</p> <p>Adverbs</p> <p>Narrative/Dialogue mix</p> <p>Sentence Structure</p> <p>Redrafting paragraphs</p>	FLATFORD	<p>War poetry</p> <p>Remembrance</p> <p>Descriptive Writing</p> <p>Short-burst Writing</p> <p>Flatford recounts</p>	<p>The Wire</p> <p>Watch Film</p> <p>Action Genre</p> <p>Recount</p> <p>Writing excitement</p> <p>Writing suspense</p>	<p>The Wire</p> <p>Watch Film</p> <p>Action Genre</p> <p>Recount</p> <p>Writing excitement</p> <p>Writing suspense</p>	<p>The Wire</p> <p>Watch Film</p> <p>Action Genre</p> <p>Recount</p> <p>Writing excitement</p> <p>Writing suspense</p>	<p>Dialogue</p> <p>Layout</p> <p>Use of speech verbs</p> <p>Clauses</p> <p>Adverbs</p> <p>Narrative/Dialogue mix</p> <p>Sentence Structure</p> <p>Redrafting paragraphs</p>	Short-burst writing
Science			Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	<p><b><u>OBJECTIVES COVERED AT FLATFORD</u></b></p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>			

History	<p><b><u>Guy Fawkes Standalone unit</u></b></p> <p>To understand religious tensions of the time</p> <p>To understand what happened in the run up to 5<sup>th</sup> November</p> <p>To interpret a range of sources</p>	FLATFORD	What happened during the Miner's Strike?	History finished for the term					
DT			<p>BISCUITS</p> <p>Introduction</p> <p>What is a biscuit?</p> <p>Types?</p> <p>Discussion</p>	<p>BISCUITS</p> <p>Tasting a range.</p> <p>Considering ingredients</p> <p>Children to identify what is in a biscuit if possible</p>	<p>BISCUITS</p> <p>Planning and Designing</p>	<p>BISCUITS</p> <p>Cooking</p>	<p>BISCUITS</p> <p>Evaluating</p>		
Art	N/A								
MFL	Rigolo 2 Unit 8								
	Les vêtements	FLATFORD	Les vêtements	Les vêtements	Les vêtements	Les vêtements	Les vêtements		
Music	<p>SINGING AND PERFORMING</p> <p>Christmas Concert preparation</p>								
Computing	Programming and debugging	FLATFORD	Programming and debugging	Programming and debugging	Programming and debugging	Programming and debugging	Programming and debugging	Programming and debugging	
PE - Outside	Running and finding space. Correct hold of rugby ball	FLATFORD	Running with the ball and passing backwards	The rules. Attacking and defending	Decision making. Attacking and defending	Finding and using space. Attacking and defending	Small team games with scoring using previously learnt skills.		

Outside (Tournament during	Basketball Passing Dribbling	FLATFORD	Basketball Passing Dribbling	Basketball Shooting Rebounds	Basketball Shooting Rebounds	Basketball Mini Games	Basketball Mini Games	
RE	UNFINISHED How do Christians show their belief that Jesus is God incarnate?  Where do people get their ideas about Jesus' identity?	FLATFORD	<b><u>MOVED THIS UNIT AS ADVISED BY COUNTY/SP</u></b>  <b><u>HUMANISM</u></b> What is happiness?  Is being happy what life is all about?	What is the 'happy human' symbol?  Do we all have a right to be happy?	What is important to humanists?	What do humanists say makes a human happy?	What are the happiest moments in someone's life journey?  How does being a humanist affect others?	EVALUATE What do you think about the idea of happiness as a goal in life?  <b>Create display between 4 to demonstrate understanding</b>

PSHE	<p>What positively and negatively affects their physical, mental and emotional health</p> <p>How to make informed choices</p>	FLATFORD	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<p>To differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p>	<p>That bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p>	<p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>To be aware of school rules about health and safety, basic emergency aid procedures, where and how to get help</p>
Geography	Countries, rivers and cities of Europe	FLATFORD	Countries, rivers and cities of Europe		Major countries, rivers and cities of the world	Major countries, rivers and cities of the world	Major countries, rivers and cities of the world	

NB – 15 hours of geography done at Flatford as well